

MAY, 1956

the **ATA**
magazine

OFFICIAL ORGAN OF THE
NATIONAL TEACHERS' ASSOCIATION



IT'S GOOD FOR YOU



THE MOBILIZATION ASSIGNMENT TRAINING PLAN

The purpose of the Mobilization Assignment Training Plan, or MATP as it is more often called, is to provide training for reserve officers and senior non-commissioned officers in the specific assignment or type of appointment to which it is anticipated that they will be detailed in the event of mobilization.

Selection of these personnel, along with the rank granted, is made on the basis of their qualifications, service experience, and their mobilization potential, with assignments to units being made in relation to the mobilization requirements. MATP candidates are employed in a double-banking capacity with the Regular Force incumbent of their "assigned" position for a period of not less than fifteen days and not more than thirty days annually. The training may be conducted at any time during the year. Other than the maximum training age of fifty, no limit has been set on the number of years for recurrent training. However, candidates must not have reached their forty-fifth birthday on the date of application, and must be medically fit in accordance with RCAF standards.

Those reserve officers and senior NCO's who are interested in this part-time training, along with similar ranking former members of the RCAF and Commonwealth air forces who are eligible for enrolment in the reserve, may obtain application forms at the Recruiting Unit for inclusion in the list of potential candidates for MATP.

Enquire at—

RCAF RECRUITING UNIT

10018 - 102 Street
Edmonton
Telephone 42658

or

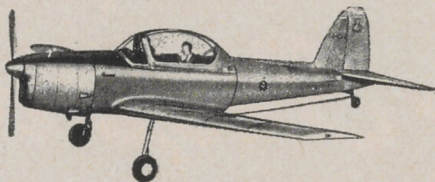
RCAF RECRUITING UNIT

206 - 8 Avenue East
Calgary
Telephone 63688

Persons in area south of and including Lacombe, contact Calgary office; persons in area north of Lacombe, contact Edmonton office.



REFRESHER FLYING TRAINING PLAN



In the event of mobilization, there will be a major requirement for the employment of a number of qualified flying instructors at various air force flying schools. The Refresher Flying Training Plan has therefore been established.

Providing that they meet the necessary qualifications, candidates finally accepted are enrolled in the reserve, and are normally promoted to the rank of Flying Officer.

Training is carried out utilizing "Chipmunk" aircraft at the appropriate Royal Canadian Flying Club, the number of candidates in training being dependent on the number of aircraft allotted to the Club.

This Plan has been established to provide refresher air and ground training for reserve pilots and to increase and maintain their proficiency so that they may be assigned to these duties on mobilization with a minimum of delay.

Qualifications required—

To have a minimum of 235 hours solo or first pilot time

Must be under 35 years

To have been in a rank not higher than Squadron Leader

Must not be engaged in a full-time civilian flying occupation

To be fit to aircrew standard

Enquire at—

RCAF RECRUITING UNIT

10018 - 102 Street

Edmonton

Telephone 42658

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Persons in area south of and including Lacombe, contact Calgary office; persons in area north of Lacombe, contact Edmonton office.

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CANADA'S BEST

Teachers, as well as the public of Alberta, are not generally aware of the remarkable development of our university's Faculty of Education. In the space of the decade since its inception, it has become the foremost teacher-education institution in Canada. Its staff and facilities have undergirded the Canadian Education Association—University of Alberta Short Course for Canadian school superintendents. Currently the Faculty, with the support of the CEA, has been planning an extension of its graduate program with particular emphasis in the field of administration.

LaZerte, Smith, and Argue

Vision, determination, and dedication have provided the drive behind this phenomenal development. In any history of Alberta's Faculty of Education, the name of Dr. M. E. LaZerte, its first dean, must tower over events and people. But his advisers and colleagues of the early days will share with him the glow of achievement as they look back over the years.

Nurture the foundling

The record is remarkable. In 1924, the university first established courses in education in the department of philosophy—psychology of education, philosophy of education, administration and history of education. By 1929, a school of education had been established with Dr. LaZerte as director, assisted by Dr. H. E. Smith and Dr. K. F. Argue. The course took one year after a bachelor's degree in arts and sciences and was restricted to prospective high school teachers. Enrolment averaged about 35 each year.

In 1943, the school of education became a college of education with Dr. LaZerte as principal.

Coming of age

The major step came in 1945 when all teacher education in Alberta was turned over to the university. The Faculty of Education was esta-

blished with Dr. LaZerte being named the dean. The staff of the provincial normal schools was absorbed by the new faculty. A four-year program leading to a bachelor of education degree was established and the department of education commenced granting certificates directly related to that program.

Currently the Faculty staff numbers 34 including both Edmonton and the Calgary Branch. It is significant that 16 of the 34 are former school superintendents. Organization of the faculty consists of three major divisions — elementary education, secondary education, and educational psychology. Besides granting the various diplomas connected with the B.Ed. program, the faculty grants special diplomas in guidance and in administration. At the graduate level it confers the M.Ed. and Ph.D. degrees. During the 1955-1956 year, 1,098 students were enrolled in Edmonton and Calgary and an additional 273 were enrolled in evening division courses.

Another first for Alberta

An interesting and significant development over the last two years has been the establishment of the Alberta Advisory Committee on Educational Research. The impetus for this came from the Faculty of Education and in particular from Dr. Dunlop, the AACER director.

To reach full status

As teachers, we watch our Faculty of Education with professional concern. We are proud of its growth and its leadership. We are anxious for its full development.

That point will be reached when we have a minimum of four years of teacher education before certification. It will be reached when every member of our faculty is a qualified teacher and is a member of his professional organization. Professional integrity demands not less.

As we go to press, we have learned that the Faculty of Education has been granted \$127,540 by the W. K. Kellogg Foundation for the expansion of educational administration and supervision courses for graduate students from all parts of Canada.

SEE HERE

TEACHING is the oldest profession in the world—and the least successful. Our primitive ancestors taught their offspring how to survive. Our being here is a proof of their success, although not necessarily a justification. It is important to note it, however, because it is one of the few established instances of success in the history of teaching.

Pride and failure

According to the Hebrew tradition, Adam and Eve were the first teachers. They seemed well qualified for the job; they had even taken a graduating course in the knowledge of good and evil. Yet 50 percent of their first class turned to a life of crime.

I mention this because a sense of failure is characteristic of teachers. It is customary for university teachers to criticize high school teachers, high school teachers to criticize elementary teachers, and for employers to criticize the whole works. Don't be too discouraged; you are members of a profession which can never quite succeed.

The inevitable failure to achieve complete success should keep us from getting too proud of our profession, for teaching is a profession to make one proud. The success we do achieve is vital to society. In my humble opinion the teacher is the most important person in the community. So very much depends on what is done in the schools.

This is very obvious today. We are living in a scientific age, the age of atomic energy and electronics, and are moving quickly into the age of automation. It is now being recognized that, if Canadians are to maintain their present high standard of living and survive as a free people, the schools must be properly supported and encouraged in their

MARCUS LONG

task of training scientists and engineers in sufficient numbers.

Bleak prospect

Our big problem is that we are not training nearly enough scientists and professional men. The situation is alarming. Mr. Allen Dulles of the United States Security Administration, has been reported as saying that Russia will graduate 60,000 students in applied science this year as against 22,000 in the United States and 3,000 in Great Britain. I do not have the figures for Canada, but since slightly less than one-half percent of the total population of this country is at the universities the number of graduates in applied science contributed by Canada will not be very great. The situation is even worse in the pure sciences. To take a few examples: this year the universities of Canada will graduate about 69 in chemistry, 25 in physics, 46 in mathematics and physics. What a pitifully small group to meet the demands of research, industry, and the teaching profession in this country!

It is not easy to find a satisfactory explanation for this deplorable state of affairs. Some of the blame must fall on the high schools. They are not turning out enough students sufficiently trained in science or sufficiently interested in it to keep the number of qualified university graduates in science at the needed level. Ten years ago, the number of students enrolled in the fourth year of the science courses at the University of Toronto was 21 percent of the total fourth year in the Faculty of Arts. Today, it is

NOW!

14 percent. This is due in part to the discouraging standards set by our science departments; it is also due to inadequate training in science at the high school level.

When we come to examine the reasons for this, we enter a vicious circle which is becoming more vicious every day. The universities of Canada are not turning out enough trained scientists to meet the demands of industry and at the same time staff the high schools. Once industry has siphoned off what it wants there aren't enough trained scientists left to provide our high schools with the teachers they need. If the high schools are to do the job that is necessary they must get the qualified teachers. They cannot get enough of them today (and the situation will be even worse tomorrow) because industry is offering the science graduate better salaries, better working conditions, and better prospects than the schools can offer.

Begging the question

It is foolish to suppose we can get industry to stop grabbing off our best potential teachers. We might point out to them that by robbing the high schools of qualified science teachers they are drying up the stream of trained scientists they themselves will need in the future. We might also point out that they are threatening the survival of Canada. That sort of appeal will not carry conviction; it will not work. The schools will have to compete with industry in terms of salaries, working conditions, and prospects if we want to avert disaster. And that will cost money.

Citizen as well as technician

I have emphasized the need for the schools to teach science and its related

skills. That is essential; it is not enough. The trained scientist or engineer can practise his profession quite as well in a totalitarian as in a free society. If we are to preserve our way of life, our schools must continue to play their part as the main bulwarks of freedom—the trainers of free men.

Every political philosopher agrees that democracy can only survive if a large number of its citizens are intelligent, capable of passing informed judgments on government policies. A democracy can only survive when its people have been taught to think correctly.

This task of teaching men how to think has been committed to the schools. The churches give instruction in spiritual matters, good homes should develop character and a sense of responsibility. Only the schools are expected to develop the art of thinking. They are, therefore, essential to the continuance of democracy.

It is often said the school is the bridge between the generations, preserving the values of the past to inform and enlighten the present. That is correct. Our democratic ideals can only be maintained and cherished when we remember the struggle of our ancestors to free the individual from tyranny. History is a reminder of the values underlying our way of life. It is both a warning and a guide to the free man.

One weakness of our contemporary age is a concentration on the immediate, on the present—the loss of historical perspective. How else can we justify the willingness of so many people to prefer the efficiency of a slave society or the security offered by a paternalistic government to the dignity of the free society? Only those who have not read about tyranny in the past could be so

willing to risk its reestablishment in exchange for a measure of social security.

We must develop the art of thinking and a feeling for history; we must also develop a sense of values and the capacity to appreciate them. Without this we cannot develop significant persons or a free society. These things can only be developed when proper emphasis is placed on the so-called humanities, on literature, history, philosophy, and similar disciplines.

Since the factories and the farms call for skilled help there is a strong temptation to divert the schools into training grounds for tradesmen or farmers. At the university level, financial contributions from industry usually go to the professional faculties because to the industrialist they alone seem to be doing something useful.

Teachers of English are approved, largely because the business executive is expected to compose a letter correctly. The teacher of the classics shrinks in the shadows, fully aware that he is considered a parasite, an eccentric, a left-over from an aristocratic past. The philosopher is dismissed as a woolly-minded, radical, or sentimental pursuer of nonsensical abstractions. The practical subjects are in the saddle and the temptation is great to adjust the curriculum to cater to the practical needs.

I must be very careful to avoid misunderstanding. I am not opposing vocational training or the professional faculties. Both are vital to our sort of society. In fact, their facilities will have to be greatly expanded to meet our growing technical needs. We need many more professional and technical personnel. I am simply attacking any tendency in them to teach only the practical subjects, the tendency of our times to neglect the so-called cultural subjects. To teach only practical subjects is most impractical. A citizen is a citizen before he is a technician. In the vocational schools and professional faculties more emphasis must be placed on the so-called impractical subjects.

Here the educator owes a debt of grati-

tude to Communism. The threat of Communism has helped to remind us that a free society cannot preserve its character without a sense of values, and that this sense of values cannot be developed in a completely practical course. We must have doctors and engineers and machinists and farmers. That is true. We must make sure, in the training of them, that we try to make them men who understand and appreciate the meaning and responsibilities of freedom.

First things first

I have been stating an ideal, a goal to which we strive with differing degrees of success. I have also stressed the importance of working towards such goals. What steps must we take to increase our success?

The most important step must be to recruit an adequate staff of qualified teachers. No matter what anyone says, there is no real substitute for a good teacher.

Unfortunately, the supply of good teachers is very limited; it is not nearly enough to meet our needs.

When an emergency is not an emergency

A few years ago crowds of children began pouring into our elementary schools. This was a great surprise to the departments of education which had either forgotten they were born or presumably expected them to disappear before reaching school age. No proper provision was made for them until they applied for admission. So we faced what is called an emergency.

The word "emergency" is a delightful one. The dictionary defines it as an unexpected event. Why the increased enrolment in the elementary schools should have been unexpected remains a mystery since births do have to be registered in Canada. The number of children was known.

There is another aspect to the word emergency. It suggests a temporary difficulty. When the veterans poured into the universities at the end of the war it

was a true emergency. Their numbers passed all expectation but we knew the increased attendance was temporary.

You can see what I am driving at. To call the increased enrolment in our elementary schools an emergency is a misuse of the word. It was neither unexpected nor temporary. The number of children in attendance in the future is not likely to go below the present level. Why call it an emergency? There must have been a reason. The reason is easy to see. By calling it an emergency, emergency measures could be justified to cover up the lack of planning. To be specific, the academic standards for admission to the teaching profession, at the elementary level, have been lowered in too many parts of Canada.

A mind can be ruined

It seems to me that lowering the academic standards for admission to the teaching profession is a serious mistake. It is a mistake that would not be condoned if we realized its full implications.

Let me put it to you bluntly and starkly. The average child has a whole cluster of potential talents. They can be developed properly or developed poorly. Much depends on the teacher. We expect the children of today to become the talented and responsible adults of tomorrow. Do you think that such a development can be achieved without wise and skilful direction? If you do, then it doesn't matter to you what qualifications a teacher has. If you are sensible, you will realize that it means a very great deal.

If a workman in an industrial plant ruins a part of a machine on which he is working, it may be an expensive business but it is not fatal; another piece can be substituted. If a teacher fails to stimulate the curiosity of the child, fails to guide him successfully in the development of his talents, or provide him with essential knowledge, he will have done irreparable damage. The talents of the child, if undeveloped, cannot be replaced; a life, a mind has been ruined.

I urge you to resist, as you would the devil, any further moves to lower the



Dr. Marcus Long, University of Toronto, told councillors at the annual banquet that so-called emergency measures in teacher certification have been used to cover lack of planning.

standards for admission to the teaching profession. They are far too low now. Let us be sensible about this. We are not in an emergency situation, we are at a new level of the normal. We must not try to meet the new needs by lowering standards. That is the way of folly. The proper way, as I see it, is to raise standards, to make the teaching profession more attractive in order to get the sort of people we need and want.

Want it—earn it

We can only attract the right sort of people to the teaching profession when we have a profession of which they can be proud. Teachers must receive as much social respect as that given to doctors and engineers. They can only get it if and when they deserve it, if and when they show a similar concern about maintaining high standards for admission to their profession. The standards of admission must be kept high, for no one is going to be proud of the teaching profession if anyone can enter it.

Revamp education finance

This is vital. Unfortunately it touches a sore spot. High standards cannot be

maintained unless teachers are paid an adequate salary. We cannot get the people we want unless we are prepared to pay for them. That sounds as if it is going to cost money.

Actually, the cost of education is not very great compared to its returns. It is nothing compared to what we should have to pay without it. In 1954, only three percent of the national income was spent on education.

It seems to cost more than it really does because of our antiquated way of financing it. The crushing burden falls on the municipal taxpayer, the property owner, who is reminded, through the planted publicity of the taxing authorities in the press and the tax bill, that the schools are the main reason for high municipal taxes. There is no person the taxpayer hates more than the person he can identify as putting a grabbing hand in his pocket.

To avoid this situation, the increased costs of education must be spread out, with a much larger share of the cost being borne by the provincial and federal governments.

Since I am a visitor in your province and not familiar with your situation, I shall leave untouched the question of how much the province should pay. You must measure the provincial contribution yourselves.

Federal aid? Why not?

The federal government, hiding behind the constitution and the views of Quebec, is reluctant to play its proper part. Naturally, the views of Quebec must be respected and the constitution must be maintained. It is important, however, to remember that the constitution was not given to destroy or enfeeble Canada and any action which reflects its spirit without destroying its wisdom must be supported. There is nothing in the constitution to prevent substantial financial aid to education in Canada by the federal government, aid which can be given without denying the rights of Quebec.

This has been recognized. On the sug-

gestion of the Massey Commission, the federal government makes an annual grant to the universities, where acceptable, of 50 cents per capita. This means the federal government is now, without violating the constitution, making an appreciated but ridiculously inadequate direct contribution of about \$5,500,000 per year to the universities and colleges of this country.

The universities, although necessarily located in the provinces, render a national rather than a provincial service. They provide most of the leaders on whom the country must depend. The federal government could render a service of the first order by taking over much of the financial burden of subsidizing the universities. This would ensure the universities of enough money to get adequate staff and facilities. It would also release to the provinces some of the money they are now giving to the universities, money which they could use to supplement their present contributions to the elementary and high schools.

There can be no doubt in the mind of any informed person that financial aid to education must be given top priority. If we fail the schools, we threaten the future of Canada. One of the richest countries in the world cannot afford to have one of the worst educational systems. The contribution of the schools in the training of scientists, professional men, and men who appreciate the values of our way of life is too vital to be neglected.

An irresistible urge

Money is not the full story. Much depends on the motivation of the teacher. And this depends on the degree to which the teacher understands the importance of his job. As a part of his task the teacher is entrusted with the intellectual development of students, with the training of them in the basic skills required by an industrial society, and with communicating to them the great traditions of our civilization. By this very fact society indicates that the teacher is responsible for developing the grounded convictions.

the discriminating tastes, and the skills so vital to the free man in the free society. Any profession charged with such responsibilities should be one to make us both proud and humble.

Fortunately, we have the records of some great teachers of the past such as Buddha, Confucius, Jesus, and Socrates who may, by their example, help us to live up to the exacting standards of our profession.

One thing the great teachers had in common was a sense of mission, a feeling that the thing they were doing was important. They had an irresistible urge to teach.

Overview vital

You may reply that it was easy for these men to have a sense of mission, an irresistible urge to teach, because they were concerned with moral, religious, or political questions. They were spreading opinions destined to change the course of history. It is not so easy to feel a sense of mission while teaching the multiplication tables or the French irregular verbs to reluctant and unruly students.

I sympathize with this point of view. And yet it is wrong. Society has decided the question of importance. Society, through its representatives, has assigned to the schools subject matter considered most important for the individual and the society. Any subject which is properly in the curriculum is considered an important subject. If it is not taught properly, the individual and the society will be the poorer.

It is vital to grasp this for, without a sense of importance, it is impossible to teach effectively. When a teacher is enthusiastic about his subject, some of his enthusiasm will brush off on others. When he is indifferent, the indifference will become contagious.

Far beyond the school

The importance of teaching is not limited to the subjects taught. Every good teacher has an influence on his students that will go far to shape their personalities and, in ways not always easy to

trace, spread through them to affect society and even civilization itself. This is, perhaps, the most frightening aspect of our work—that our influence for good or ill extends far beyond the development of competence in a certain field.

It is not easy to support this point since we try to measure the influence of the teacher through examinations. Examinations are useful but they are no adequate measure of what a teacher does. Judged by examination results, the teachers of Sir Winston Churchill were failures, and yet each of them, in his own way, helped to prepare Churchill to bear wisely and well the great burdens of his office.

There is another phase to this influence. Hardly anyone present knows the names of the teachers of Churchill. That is characteristic. The teacher is so often destined to be anonymous, known only to the world through the lives of the men and women he has influenced.

A real professional

This is why it is so essential for us to keep examining our fitness for the job. The good teacher must have intellectual competence and interests and adequate professional training. He must also have a desirable personality. The teacher may influence as much by his personality as by his intellectual brilliance or skill in teaching. The good teacher, in teaching, imparts not only his subject matter but a very large part of himself. That is why I would urge each one of you always to bring your happier personality into the classroom, a personality expressing itself in patience, sympathy, and understanding.

A narrow and dull concept

It is easy to fall into the trap of assuming that all that matters in education is drill and discipline, particularly when there is a certain amount of material to be covered in a limited time. Drill and discipline by themselves contribute to memory rather than understanding. You can get a measure of success through drill; real accomplishment comes only

through insight. Any teacher of mathematics will understand what I mean.

Or insight

There is no greater thrill for the teacher than the one he gets in the moment when the student who has been plodding and struggling to understand suddenly sees the secret, learns how and why the thing works. This insight is vital to intellectual accomplishment. For most students it can come through patient guidance or suggestions from the teacher. The sympathetic and understanding teacher, therefore, is indispensable.

Mother profession

The teacher, indeed, is indispensable. Without him the most important talents, tastes and capacities of children will remain dormant; without him there can be no other profession, for every professional man depends on the basic instruction given by the teacher; without the teacher the sense of values and the art of correct thinking so necessary for an understanding and support of democratic institutions cannot be developed; without the teacher there can be neither a free man nor a free society.

Break-through needed

That is why it is so necessary for the representatives of the people in parliament to face up to the present financial crisis. We cannot afford to leave our schools without proper financial support. That is why it is so necessary to maintain high levels of admission standards to the teaching profession. A job so vital to the preservation of the free society should not be entrusted to people without the intellectual capacity or training to perform it adequately. That is why it is so important for each teacher to review his or her interest and knowledge and capacity to meet the demands of one of the most exacting and important jobs in the world.

So proud and yet so humble

It is essential for the teacher to reassess the importance of his job so that

he may constantly approach it with a new sense of dedication. He must realize, difficult as it sometimes is, that the noisy, unruly and sometimes indifferent students he faces each day are the future bearers of civilization and the leaders of our country. Each child is a part of the future and what is done to the child today will be reflected in the society of tomorrow.

I hope I have not hidden from you my conviction that the good teacher is a most important person. The teaching profession is one of which any person should be proud. Make sure the teaching profession can be proud of you.

Your Fall Convention

You are judged, in part—if not altogether—on your appearance. In perhaps no other place so much as your fall convention does the profession come under as close public scrutiny. Your actions are watched by the public, your words are reported by press and radio. Poorly planned, badly directed, amateurish programs result in poor public relations. Good conventions don't just happen — they are engineered months ahead of time.

Time waits not for men — not even convention committees. By now, you should have decided —

- ✓ the theme of your convention
- ✓ type of convention
- ✓ location for sessions
- ✓ guest speakers and consultants
- ✓ the allocation of specific duties
- ✓ deadline for program printing and mailing
- ✓ schedule for press and radio releases
- ✓ procedure for registration
- ✓ plans for entertainment
- ✓ hotel reservations
- ✓ pre-convention study outlines
- ✓ outline for *The ATA Magazine*

Be prepared—be alert—be enthusiastic!

The Leadership Course

W. H. WORTH

THE plan for the establishment of a leadership course for school principals originated with the Alberta Provincial Advisory Committee to the CEA-Kellogg Project in October, 1955. Endorsement of the plan was received from the Department of Education, the Alberta Teachers' Association, the Alberta School Inspectors' Association, the Faculty of Education, and from the annual convention of the Alberta School Trustees' Association. Early in December, the Board of Governors of the University of Alberta gave approval to such a course being held as part of the 1956 Summer Session, and appointed Walter H. Worth, a member of the staff of the Faculty of Education, as director of the project.

Purpose

The purpose of the course is to improve the quality of leadership at the school level by providing principals with the opportunity of meeting together to exchange information and to receive counsel regarding their expressed problems.

It is expected that principals who attend will develop

- a better understanding of how to work more effectively with teachers;
- a greater knowledge of how to work more harmoniously with the community;
- an appreciation of the ideas and practices used elsewhere and a desire to make use of some of these in their own school situations; and
- a readiness to promote the use of these newer ideas and practices by other principals.

The result should be more effective use by some principals of their supervisory and administrative time to improve educational opportunities for the

boys and girls in the classrooms of the province.

Administration

To guide and assist the director in promoting and organizing the course, a policy committee consisting of five representatives from participating and interested bodies was established. The members of this committee are: H. S. Baker, of the Faculty of Education; T. C. Byrne, of the Department of Education; R. Hennig, representing the Alberta School Trustees' Association; G. L. Mowat, Alberta School Inspectors' Association representative; and F. Tarlton, Alberta Teachers' Association representative.

T. C. Byrne and G. L. Mowat are co-chairmen of the committee, while W. H. Worth serves as secretary.

Acting in an advisory capacity at meetings of the policy committee to date have been: A. G. Andrews, secretary-treasurer of the Alberta School Trustees' Association; Eric C. Ansley, general secretary of the Alberta Teachers' Association; H. T. Coutts, dean of the Faculty of Education; and J. W. Gilles, director of the Summer Session.

Finance

It is estimated that the project will cost about \$13,000. Most of this money will be provided by the school boards of the province. Each board sponsoring a principal has agreed to contribute \$200. In addition, a grant of \$1,000 has been received from the W. K. Kellogg Foundation through the Canadian Education Association.

Time and place

The course will run for three weeks, from July 9 to 27. A two-day conference

for the leadership personnel (consultants, coordinators, and recorders) will be held on July 6 and 7.

Course members will live and work together at Concordia College in Edmonton. The entire facilities — classrooms, offices, library, dining room, auditorium, residences, grounds — will be at their disposal.

Course members

Seventy-one principals were invited from the following school systems and organizations: two each from the Calgary Public and the Edmonton Public Schools; and one each from 55 rural (departmental) inspectorates, from the Calgary Separate, Camrose Public, Drumheller Public, Edmonton Separate, Jasper Place Public, Lethbridge Public, Medicine Hat Public, Red Deer Public, and Wetaskiwin Public Schools, and from The Manitoba Teachers' Society, the Saskatchewan Teachers' Federation, and the British Columbia Teachers' Federation.

A letter of invitation and an explanatory brochure were sent to these school systems and organizations by the director early in February. School board support for the project was also solicited by A. G. Andrews on behalf of the Alberta School Trustees' Association and by W. E. Frame on behalf of the Department of Education. In addition, the local superintendent, or inspector, of schools was contacted and asked to lend his support to the project.

The ways in which the different systems selected their representatives varied considerably. In most cases, however, the local superintendent, or inspector, and the board worked in close cooperation in an effort to insure the best possible representation from their area.

All of those invited to send a principal to the course agreed to do so. Eventually, three systems were unable to secure suitable representatives and requested that they be permitted to participate at some future date. Thus, 68 principals will be in attendance at the course.

A number of requests for representation were received from school boards, one from outside the province. The facilities available do not permit their inclusion this year. Also, the lack of proper accommodation made it impossible to include women principals.

Program

The course will be a far cry from a formal lecture - assignment - examination routine. It will function along workshop lines, providing an opportunity for members—each an education leader in his own locality — to exchange ideas and experience and to study common problems. No examinations will be given and no degree credit will be earned.

Each principal was sent a questionnaire asking him to indicate specific and definite problems which he found of particular concern to him in his own school situation, and upon which he would like to focus a portion of his work and to obtain help while at the course. The program is being built around these expressed interests and concerns.

There will be four main kinds of activities.

■ Problem-area group work

These groups have been set up, in accordance with members' interests, on the following topics—

Instructional leadership with special reference to research and appraisal;

Inservice training with special reference to curriculum adjustment;

Human relations in school and community contacts;

Supervision: principles and procedures;

School organization and management; and

Special supervisory problems.

A substantial portion of each day will be given over to work in these small groups of about a dozen persons each, led by principals and assisted by consultants. A basic resource for each group will lie in the extensive experience represented by the group members themselves. Each group will likely pre-

For three weeks, selected school principals will explore together instructional leadership, curriculum, human relations, supervision, school organization and management. General organization and planning has been patterned on the CEA Leadership Course now in its sixth year.

sent both an oral and a written report to the entire course membership at the conclusion of the course.

Expected to serve as full-time or part-time consultants are—

John Amend, assistant superintendent, Highline Public Schools, Seattle, Washington;

M. J. V. Downey, director of research and personnel, and acting director of secondary education, Edmonton Public Schools, Edmonton;

M. O. Edwardh, assistant director of curriculum in charge of elementary education, Department of Education, Edmonton;

G. E. Flower, director, CEA-Kellogg Project in Educational Leadership, Toronto;

S. W. Hooper, superintendent of schools, Peace River School Division, Peace River;

R. E. Rees, inspector of high schools, Red Deer.

The services of John Amend and G. E. Flower are being provided by the Alberta Teachers' Association and the Canadian Education Association respectively.

The appointment of additional consultants is pending.

■ Lectures

A series of lectures on administration and supervision will be presented by speakers for discussion. Among the speakers anticipated are—

H. S. Baker, professor and chairman, Division of Secondary Education, University of Alberta;

S. C. T. Clarke, associate professor of education, University of Alberta;

H. T. Coutts, professor and dean, Faculty of Education, University of Alberta;

J. G. Egnatoff, supervising principal, Melfort Public Schools, Melfort, Saskatchewan;

M. F. Freehill, professor of education and psychology and director of research, Western Washington College of Education, Bellingham, Washington;

L. V. Grafious, professor of English and speech, Eastern Washington College of Education, Cheney, Washington;

H. C. Melsness, associate professor of education, University of Alberta;

G. L. Mowat, inspector of high schools, Edmonton;

W. Pilkington, associate professor of education, University of Alberta; and

Jack Shaw, professor of educational psychology and guidance, and director, department of student personnel, Colorado State College of Education, Greeley, Colorado.

■ Individual study and consultation

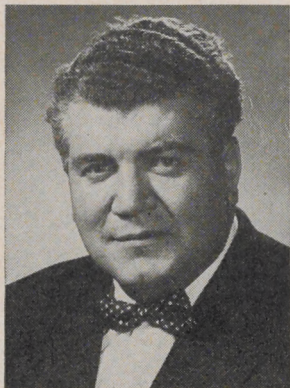
Time will be set aside to permit each individual to pursue further one or more of his own special interests through library study and consultation with appropriate personnel. At the conclusion of the course each member will likely be asked to indicate the kind of follow-up activity planned in his own school.

■ Special interest activities

In an effort to permit some flexibility, time will be provided for special interest activities planned by a steering committee of course members and staff.

In organization, the course will be very similar to the CEA-Kellogg Short Course for School Superintendents held in recent years in Edmonton. This latter course has demonstrated its value as a source of inspiration and further training. It is hoped that the leadership course for school principals will prove equally as valuable.

President's Column



Sentiment is the most unreliable compass with which a mariner ever sailed for port, and we, as teachers, are perhaps more than usually susceptible to that type of social navigation. That, I suppose, is the natural consequence of belonging to a profession that deals in human relationships.

There was a time when teachers believed that some day the public, out of sheer appreciation of educators, would raise salaries, improve living conditions, and confer professional respect upon them. However, the teaching profession has discovered that society does not progress as a sort of "sentimental journey" and that status is acquired through the blood, sweat, and tears of formulating and implementing principles and policies that the long run of events will vindicate as being beneficial to society.

This is as it should be, for it is only when we, through our own efforts, develop a membership capable of evolving and sustaining professional responsibilities and privileges that we shall command respect. The "Mister, can you spare a dime?" philosophy leaves one where it started—on the street corner.

Parallel to the sentimental school of

professional progress existed a similar school of public relations. In effect, public relations was to consist of being popular with everyone because, if you were popular enough, you would become the recipient of the privileges that most groups enjoy through intelligent and sometimes unpopular action. Public relations was an end in itself.

Today, we see developing a more mature and realistic concept. It accepts the working towards objectives with a maximum of understanding and acceptance by the public. This, in turn, means a 'selling' not a 'buying' program. Every teacher must be a salesman of the importance of education and the necessity of professional teachers. You never abandon principles in search of popularity; you keep on publicizing principles.

In our time, Chamberlain came back from Munich; popular with his supporters because he had brought peace in our time; popular with the Nazis because he had abandoned troublesome principles. What perfect public relations!

Churchill was still regarded as a stubborn and unwelcome man; even a dangerous and irresponsible man. To him, principles were still the important consideration. In the overview of history, it was Churchill who won out and concluded a career with both goodwill and achievement.

The above observations, for what they are worth, were provoked by the views of a minority of teachers at our last Annual General Meeting. There has existed some sentiment, which became expressed in a resolution, that we should face reality, extend de facto recognition to the student-teachers and thereby make good fellows of ourselves. The only really useful purpose of this resolution was to bind the Association more closely

together in the concept that we are a profession and not a cradle-to-grave licensing bureau for every conceived expedient in teacher education.

Within the last few weeks, I have listened to two panels on teacher education. In both groups there were men of considerable prominence in the business and professional life of Canada. It was significant to note that, on both occasions, statements were made that teachers must learn to talk more professionally, act more professionally, and assert themselves more vigorously in the professional and civic life of the community. This is one thing we must do ourselves.

I believe firmly that we have developed a hard professional core in our association—a nucleus that asserts it-

self in professional and civic responsibilities. Our particular problem is to enlarge this group.

Ten years ago, nothing in education was news; today, almost anything is. One cannot help but be aware that we are on the threshold of tremendous things in education. Industry, commerce, and the general public are showing signs of impatience with the fumbling attempts to provide professional instruction in schools and universities. They are beginning to realize what price must be paid for using shoddy substitutes in place of well-educated professionals. For our part, let us turn our back for once and for all on maudlin sentimentality in our drive to raise standards in the profession.

Periodicals for Professionals

Art
School Arts Magazine
Davis Press, Incorporated, 72 Printers Building, Worcester 8, Massachusetts, \$5.
Canadian Art
Canadian Art, Post Office Box 384, Ottawa, Ontario, \$1.75.

Language Arts
English Journal
Elementary English
National Council of Teachers of English, 704 South Sixth Street, Champaign, Illinois, \$4.

Mathematics
Arithmetic Teacher
Mathematics Teacher
National Council of Teachers of Mathematics, 1201-16 Street N.W., Washington 6, D.C., \$3.

Modern Languages
The Canadian Modern Language Review
Ontario Association of Teachers of French, 34 Butternut Street, Toronto, Ontario, \$3.

Music
Music Educators Journal
Music Educators National Conference,

64 East Jackson Boulevard, Chicago 4, Illinois, \$2.

Science
School Science and Mathematics
Central Association of Science and Mathematics Teachers, Post Office Box 408, Oak Park, Illinois, \$4.50.

Social Studies
Social Education
National Council for the Social Studies, 1201-16 Street N.W., Washington 6, D.C., \$4.

General
The Alberta Journal of Educational Research

Faculty Committee on Education, University of Alberta, Edmonton, \$3.

The Bulletin of the National Association of Secondary-School Principals
Bulletin, The National Elementary School Principal

National Education Association, 1201-16 Street N.W., Washington 6, D.C., \$8 and \$3, respectively.

The Elementary School Journal
The University of Chicago Press, 5750 Ellis Avenue, Chicago 37, Illinois, \$4.50.

Alberta Teachers' Association Scholarships

Teachers in the field

The Alberta Teachers' Association offers three scholarships annually — The William Aberhart, The William Edward Frame, and The Allan James Watson Scholarships in Education — in the amount of \$500 each, to members of the Association proceeding to the fourth year in the Bachelor of Education program who are actively engaged in teaching during the current year, have completed three years of training, and hold a permanent Alberta teaching certificate.

Applicants for these scholarships must be bona fide residents of Alberta, must have a minimum average of 70 percent, and must give evidence of intention to follow teaching as a career. Scholarships are payable on registration in the fourth year in the Bachelor of Education program, Faculty of Education, University of Alberta. Study must commence within one year after the award has been made.

Application forms are available on request and should be forwarded to head office immediately, in order that the person to whom each scholarship is granted may make arrangements to at-

tend the next session of the university.

Graduate scholarships

The John Walker Barnett and The Clarence Sansom Scholarships in Education, in the amount of \$500 each, are offered to graduates from the Faculty of Education who are proceeding to post-graduate work.

Graduates from faculties other than Education

The John Macdonald and The Thomas Edwin Adelbert Stanley Scholarships in Education, in the amount of \$500 each, are offered to graduates from faculties other than education who are entering the Faculty of Education.

Scholarships for intramural students

The Harry Dean Ainlay, The Cedric Oliver Hicks, The Milton Ezra LaZerte, and The Hubert Charles Newland Scholarships in Education, in the amount of \$500 each, are offered to intramural students proceeding from the third to the fourth year of the Bachelor of Education program in the Faculty of Education.

Alberta Teachers' Association Professional Assistance Program

Under the Alberta Teachers' Association Professional Assistance Program, interest free loans are available to teachers and students in need of financial assistance to continue their preparation as teachers through intramural study.

Applicants must give evidence of academic and professional promise and the intention to follow teaching as a career. Other information and application forms are available on request, and any teacher wishing to make application should do so immediately.

Honorary Life Membership ***Alberta Teachers' Association***

For distinguished service to education in Alberta, it has pleased The Alberta Teachers' Association to confer Honorary Life Membership on Miss Mary Roberta Crawford and posthumously on Samuel Henry Crowther.



MARY ROBERTA CRAWFORD

Mary Roberta Crawford was born on a farm near Brampton, Ontario on June 1, 1889. She obtained her elementary and high school education in a rural school and in the town of Brampton. In 1911, she graduated from the University of Toronto in the honours course in modern languages and history. A year later, she graduated from the school of education of the same university.

Miss Crawford began teaching in a small high school in Northern Ontario in 1912. For the next three years she taught in Wolseley, Saskatchewan. In 1916, she accepted an appointment to the staff of Victoria High School in Edmonton to teach history. From 1948 until she retired in 1954, she was dean of girls of Victoria Composite High School.

During 1920 and 1921, Miss Crawford attended summer sessions at Columbia



SAMUEL HENRY CROWTHER

Samuel Henry Crowther was born in Great Britain on February 27, 1888. He received his early education in England and attended Dublin University, but did not remain to graduate. He came to the United States early in the century, and worked for several years at Denver and Los Angeles. After the outbreak of World War I, he journeyed to Winnipeg, where he enlisted in the Forestry Corps, and served overseas. After demobilization, he attended the Camrose Normal School and later continued his studies at the University of Alberta, graduating with a B.A. degree in 1941 and a Senior Diploma in Education in 1943.

Mr. Crowther taught for a time in St. Laurent, Brookville, and Primrose rural schools. In 1924, he accepted a position on the teaching staff of the Strathmore School District, became principal in 1926, and remained in that position until his death on June 25, 1951.

University and in 1928, she was granted her M.A. degree in philosophy by the University of Alberta.

Mary Crawford was one of the "charter" members of the Alberta Teachers' Alliance when it was formed in 1918. In 1919, she was secretary of the Edmonton High School Teachers' Alliance and in 1920, she became that organization's president. Miss Crawford was also president of the Alberta Education Association from 1922 to 1923. For ten years, from 1922 on, she was the Alberta Teachers' Association representative on the High School and University Matriculation Examinations Board. Currently she is a member of the Senate of the University of Alberta.

In addition to her professional interests, Miss Crawford served for two years on the Edmonton Public Library Board, and for several years on the executive of the League of Nations Society in Edmonton. She is a member of the Edmonton Branch of the United Nations Association in Canada. On several occasions Miss Crawford has been a federal and provincial election candidate and she is currently a member of the national council of the CCF.

His special fields were social studies, English, French, and Latin. The success of school fairs, musical festivals, and track meets in the Strathmore area reflected his untiring efforts to develop wider educational experiences for young people.

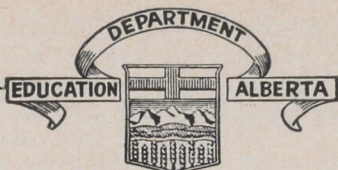
Sam Crowther took an active interest in ATA affairs. He organized the original Strathmore Local in 1938, and was active in the Wheatland Local after its formation in 1942, serving as president, councillor, and a member of negotiating committees.

Sam was an active participant in community affairs and organized the first public library in Strathmore and the Strathmore Community Council. He acted as police magistrate from 1948 to 1951. He was a warden of the Anglican Church and a member of the Canadian Legion, Lions Club, and Masonic Order.

In his memory, the new school in Strathmore was named The Samuel Crowther School. What better memorial can any man have than the words of a grateful community inscribed on a bronze plaque—*In memory of Samuel H. Crowther, principal and teacher, 1924-1951, a guide to student and community.*



President Lakie hands Mary Crawford her Honorary Life Membership scroll at the annual banquet in the Palliser Room on Tuesday, April 3, 1956.



Official Bulletin, Department of Education

No. 176

School Act Amendments, 1956

The *School Act*, 1952, was amended in a number of respects at the last session of the legislature. The following are of particular interest to teachers.

Sections 331 and 332 were amended to provide for removal of the reference to the "chairman". The effect of this is that official confirmation of a contract must take place between the teacher and the secretary of the board, or between the teacher and the superintendent if he has been authorized by the board to act for it. The chairman can no longer act in this capacity.

Subsection (3) of section 339 was amended and now reads—

"(3) A notice to terminate a contract effective in the month of July or August shall be given to the board by the teacher on or before the preceding fifteenth day of June, unless the teacher enters into a contract with another school board in the province in which case the notice may be given on or before the preceding fifteenth day of July."

Please note that unless he resigns to accept another contract with an Alberta school board a teacher must give notice on or before June 15. He may still resign up until July 15 if he has accepted employment with another Alberta school board. Teachers not intending to teach in Alberta after June 30 must resign on or before June 15.

Subsection (2) of section 350 was amended and now reads—

"(2) No application shall be made in any case where the contract has been terminated with the approval in writing of the Minister or where the contract has been in effect for less than twelve months." The effect of this amendment is to provide a probationary period of one

year or less, at the conclusion of which a contract may be terminated without its being referable to the Board of Reference.

A new section 360a has been added which gives to teachers certain new rights respecting the receipt of salary when unable to reach school due to reasons beyond their control. The section reads—

- "(1) A teacher who, despite reasonable effort, is unable to travel to his school from his usual place of residence because of
 - (a) inclement weather,
 - (b) impassable road conditions, or
 - (c) the failure of transportation facilities other than his own, is entitled to his salary for the periods of absence so occasioned.
- (2) Notwithstanding subsection (1), a teacher is not entitled to the benefit of that subsection if
 - (a) his usual place of residence is outside the school district in which his school is located, and
 - (b) he has not, before the circumstances giving rise to his absence arose, obtained the approval of the school board to his residence being so located.
- (3) The teacher may appeal to the Chief Superintendent of Schools against a decision of the school board that the teacher is not entitled to salary under this section, and the decision of the Chief Superintendent of Schools is final."

A new clause (u) added to subsection (1) of section 365 clarifies the duty of a teacher to attend meetings called by the board, especially at the beginning of the school year. It reads—

- "(1) A teacher shall—
 - (u) attend any meeting of teachers that is
 - (i) called by or under the authority of the board on a day other than a holiday and other than a day during July or August or the Christmas or Easter vacation, and
 - (ii) for the purpose of school organization or the improvement of instruction."

A teacher is obliged to attend a meeting

on a school day, for example, September 1, even though pupils are not in attendance until September 5, but cannot be required to attend on August 31.

An amendment to section 378 (1) empowers a board to extend the Christmas vacation by two days with respect to any school or classroom. The intent is to enable a board to meet the special needs of teachers, especially in isolated areas.

Correspondence School Branch services extended

This Branch will provide instructional and marking service in non-examination subjects to a very limited group of students during the summer months. This group will consist of those students who lack **not more than six credits** to

meet the requirements for a high school diploma, or who may in the following year lack a prerequisite for an examination subject to be taken in the following year. Applications accompanied by the full fee must be completed on the proper form and forwarded to the Branch on or before June 30. No application for any number of credits will be considered after July 10.

Under no condition will any student who has been enrolled for a subject during the school year 1955-56 be permitted to repeat that subject during the summer period. The Branch reserves the right to reject any application which does not meet all its requirements.

The course must be completed and the final test written by August 31 in order to earn credits in the school year 1955-56.

**Best wishes to our subscribers and friends in Alberta
for a healthy, happy and exhilarating
summer vacation**



**Thank you for your continued interest in our little
magazine, the circulation of which showed another
very healthy Dominion-wide increase during the
1955-56 school year.**

World Affairs Press Limited

705 Yonge Street

Toronto 5, Ontario

Teachers Awarded Life Membership, 1955

Name	District, Division or County	Address	Years of Service in Alberta
Lillian Bullock	Strawberry S.D. 49	Edmonton	30.45
Giles Harwin Clark	Edmonton S.D. 7	Edmonton	33.6
George Melville Crawford	Lac Ste. Anne S.D. 11	Edmonton	42.06
Eric William Dain	Edmonton S.D. 7	Edmonton	34.62
Doris Louise Davis	Edmonton S.D. 7	Edmonton	34
Mary Elizabeth Donald	Edmonton S.D. 7	Clyde	34.595
Michael Joseph English	Calgary Sep. S.D. 1	Calgary	39.4
Earl Garlough	Edmonton S.D. 7	Edmonton	35.5
Daisy English Garrod	Edmonton S.D. 7	Edmonton	22.715
Isabella Halstead	Calgary S.D. 19	Calgary	45.9
Madeline Wilma Henderson	Edmonton S.D. 7	Edmonton	31.387
Ernest Elmer Hyde	Edmonton S.D. 7	Edmonton	41.4
Florence Hannah Langrill	Calgary S.D. 19	Vancouver, B.C.	25.3
Arthur Temple Livingstone	Edmonton S.D. 7	Cannington, Ont.	35.1
Jessie Sibbold Macomber	Foothills S.D. 38	Calgary	30.7
Jessie Winnifred Maxwell	Calgary S.D. 19	Calgary	25.15
*Margaret Gertrude McDonald	Olds S.D. 31	Carstairs	23.75
Hiram Horton McKim	Calgary S.D. 19	Calgary	31.33
John Alexander McLennan	Calgary S.D. 19	Calgary	35.25
*Lillian A. McMaster	Peace River S.D. 10	Vancouver, B.C.	32
Mona Neff	Calgary S.D. 19	Calgary	23.2
Marie Paradis	Edmonton Sep. S.D. 7	Victoria, B.C.	38.6
Harry Gordon Parkinson	Exshaw S.D. 1699	Exshaw	27.96
*Lettice Pearson	Calgary S.D. 19	Calgary	24.92
Charles Edgar Peasley	Medicine Hat S.D. 76	Medicine Hat	42.2
David Adamson Petrie	Edmonton S.D. 7	Royal Oak, B.C.	35.97
Minnie Burrows Portfors	Innisfail S.D. 210	London, Ont.	24
*William George Edwin Pulleyblank	Calgary S.D. 19	Calgary	35.55
Edith Robertson	Nanton Cons. S.D. 50	Banff	37.8
John Gordon Sinclair	Edmonton S.D. 7	Edmonton	41.6
Ada Helen Smith	Calgary S.D. 19	Parrsboro, N.S.	31.35
Vera Eloise Smith	Edmonton S.D. 7	Ottawa, Ont.	35.784
Walton Larue Smith	Edmonton S.D. 7	Edmonton	43.5
Samuel Stewart	Forestburg Cons. S.D. 45	Forestburg	38
Guy LeRoy Turrill	Edmonton S.D. 7	Edmonton	43.1
Roland Dewar Webb	Calgary S.D. 19	Calgary	33.577
John Wilson	Foothills S.D. 38	Okotoks	34.6
Lillian J. Wilson	Red Deer S.D. 35	Calgary	26.05
*Leonard Rice Workman	Calgary S.D. 41	Kathryn	26.955

* Awarded posthumously

In Memory

Name	District, Division or County	Address	Date of Death
Mary M. Andrews	West Jasper Place S.D. 4679	Edmonton	May 5, 1955
*Tom F. Beresford	Calgary S.D. 19	Victoria, B.C.	Aug. 31, 1955
Carlton E. Blakeney	Killam S.D. 22	Sedgewick	Feb. 21, 1956
*George S. H. Collinson	Calgary S.D. 19	Calgary	Oct. 19, 1955
Mary Alice Darkes	Wainwright S.D. 32	Wainwright	Jan. 15, 1956
*Isabel Durrand	Edmonton S.D. 7	Edmonton	Aug. 20, 1955
*Harriet Lucy Durwin	Calgary S.D. 41	Calgary	Dec. 17, 1955
*Eunice A. Flaws	Edmonton S.D. 7	Jarvie	Feb. 10, 1956
*Jean R. Freel	Drumheller S.D. 30	Fitzroy Harbour, Ont.	Dec. 26, 1955
Rita Magdalene Gordey	Vegreville S.D. 19	Vegreville	Nov. 13, 1955
*Annie D. Lyle	Edmonton S.D. 7	Edmonton	Nov. 14, 1955
*Florence A. Mackenzie	Lethbridge S.D. 51	Kelowna, B.C.	May 20, 1955
*John W. McAllister	Edmonton S.D. 7	Edmonton	Oct. 5, 1955
*Sr. M. Antoinette McKinnon	Calgary Sep. S.D. 1	Edmonton	Oct. 6, 1955
Margaret P. McNeill	Calgary S.D. 41	Calgary	Sept. 28, 1955
Edna Vera Newby	Edmonton S.D. 7	Edmonton	Feb. 28, 1955
*S. Edith Paskins	Edmonton S.D. 7	Edmonton	Nov. 14, 1955
*Lettice Pearson	Calgary S.D. 19	Calgary	Aug. 22, 1955
*William George Edwin Pulleyblank	Calgary S.D. 19	Calgary	Oct. 21, 1955
John A. Richardson	Holden S.D. 17	Tofield	Jan. 18, 1956
*Cora I. Robertson	Calgary S.D. 19	Calgary	Aug. 21, 1955
Margaret A. Robinson	Vermilion S.D. 25	Tulliby Lake	June 25, 1955
Alma A. Sheehan	Fairview S.D. 50	Whitelaw	Oct. 7, 1955
*Susan Smith	Medicine Hat S.D. 76	Medicine Hat	Nov. 13, 1955
Albert Stanik	Drumheller S.D. 30	Delia	Jan. 30, 1956
Donald D. Stevens	Stettler S.D. 1475	Stettler	Jan. 26, 1956
*Sylvester Thachuk	Two Hills S.D. 21	Hairy Hill	Sept. 19, 1955
Lynwood A. Walker	Calgary S.D. 19	Calgary	May 31, 1955
Leonard Rice Workman	Calgary S.D. 41	Kathryn	July 19, 1955
*Anne Yuill	Coleman S.D. 1216	Calgary	Mar. 8, 1956

* Pensioners

Executive Council Alberta Teachers' Association 1956 - 57

Table and Executive Officers



INEZ K. CASTLETON
Vice-President



H. J. M. ROSS
President



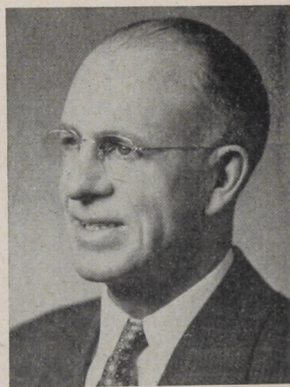
ERIC C. ANSLEY
General Secretary-Treasurer



F. J. C. SEYMOUR
Assistant General Secretary



G. S. LAKIE
Past President

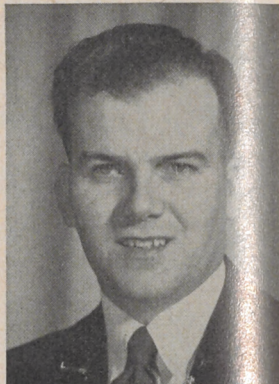


W. ROY EYRES
Executive Assistant

District Representatives



F. M. RIDDLE
Southeastern Alberta



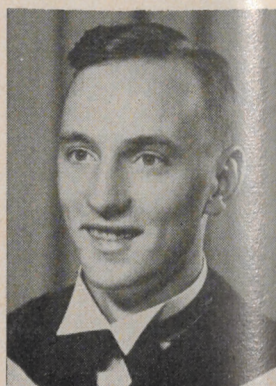
R. B. McINTOSH
Southwestern Alberta



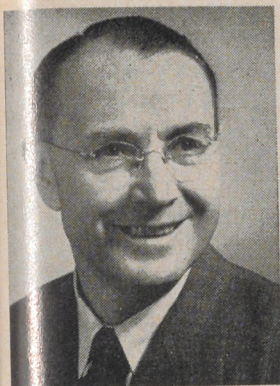
EVA JAGOE
Calgary City



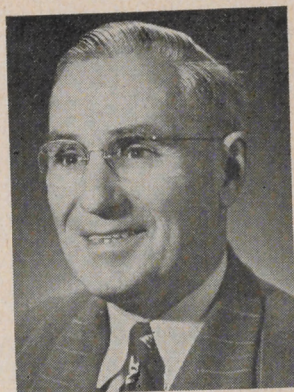
M. W. McDONNELL
Central Eastern Alberta



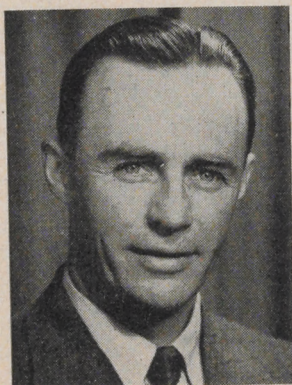
R. L. McCALL
Calgary District



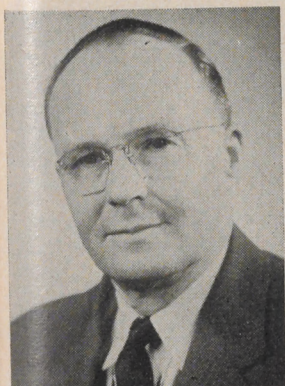
W. E. KOSTASH
Edmonton City



D. A. PRESCOTT
Central Western Alberta



R. F. STAPLES
Edmonton District



W. D. McGRATH
Northwestern Alberta



N. J. ANDRUSKI
Northeastern Alberta

The 1956 AGM

F. J. C. SEYMOUR

For three days, starting on Monday, April 2, the 39th AGM ground through a maze of reports and resolutions in the Palliser Room of Calgary's plush Hotel Palliser.

Delegates passed 42 resolutions, tabled 18, defeated 17, and referred four to the Executive Council.

- commended the government for guaranteeing pension benefits
- insisted that teachers' pension contributions be funded
- expressed irritation with changes in resignation dates for teachers and with establishment of probationary year
- demanded that all school boards carry adequate liability insurance to protect teachers
- recommended changes in pension refunds and reduction of the period for claiming refunds
- endorsed single type salary schedule
- increased to \$10,000 budget appropriation for Professional Assistance Program
- requested increased ATA representation on two department curriculum committees
- barred "six-weekers" from professional meetings
- requested increase in examination markers' rates

- changed procedure for handling curriculum resolutions

Bouquets

- to President Lakie for his tact and courtesy as general chairman
- to the delegates whose good humour and good sense carried the sessions over the rough spots
- to Mayor Don Mackay for his customary Calgary welcome
- to the press, radio, and television people whose coverage couldn't have been better
- to Mary Crawford for her sparkling wit and barbed comment
- to Dr. Marcus Long for plain talk
- to the Crescent Heights' Glee Club for an outstanding performance
- to most of our fraternal delegates
- to the Department of Education representatives

Gripes

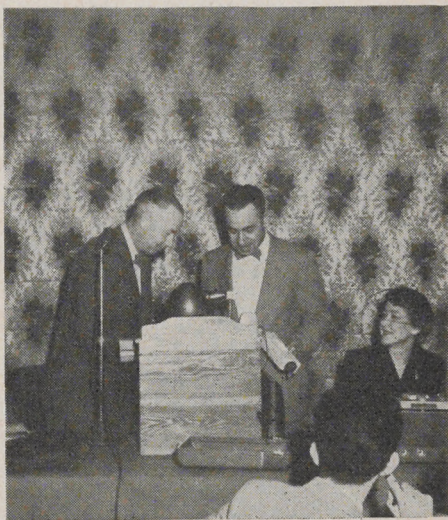
- the air-conditioning or lack of it
- Wednesday morning at 8 a.m.
- ill-chosen remarks of one fraternal delegate
- all the things we should have done and forgot to do

NAME AND LOCAL?



R. Pulleyblank, Wetaskiwin Local, presents credentials to registration officials Miss C. E. Berry and W. E. Kostash.

BADGE OF OFFICE



Past President Edwards presents President Laktie with the gavel on the opening morning of the AGM.

SECRETARY REPORTS



Eric Ansley delivers his general secretary's annual report.

Resolutions Adopted by the Annual General Meeting, 1956

C 1/56 Whereas; it is necessary for the executive committee of local associations and especially salary negotiating committees to know the experience and training of teachers within the local,

BE IT RESOLVED, that a statistical card showing these details be provided for each teacher to fill in on the occasion of the opening of school, such cards to be made available to the secretary of the local association.

C 8/56 Whereas; the president of The Alberta Teachers' Association is required to spend a great deal of time away from his teaching position, and some school boards are not too favourable to allowing such absences, thus he is unable to carry out his official duties when he should, and

Whereas; there is an extreme shortage of part-time substitute teachers in the rural areas, and therefore the office of president is available only to teachers of the large urban centres, and

Whereas; this is an unhealthy condition for our Association,

BE IT RESOLVED, that the Executive Council be empowered to negotiate with the school board concerned, so that a teacher who is an officer of the Association may be enabled to be absent from his classroom to perform Association duties under conditions acceptable to both parties.

C14/56 Whereas; the classroom register is an important document which, by statute, a teacher must keep accurately, and

Whereas; many registers are issued with the centre portion in misalignment with the rest of the

book, inflicting a daily irritation to the teacher and producing frequent errors,

BE IT RESOLVED, that the Department of Education be requested to approach the Queen's Printer for more stringent examination of these books, and further

BE IT RESOLVED, that the Department of Education accept the return of such faulty registers and replace them promptly with satisfactory copies.

C15/56 **BE IT RESOLVED**, that the Department of Education be requested to give grants for the construction of teachers' offices, indoor plumbing, central heating systems, and other such facilities.

C25/56 **BE IT RESOLVED**, that persons training under *The Emergency Teacher Training Act* be not invited to attend professional meetings of The Alberta Teachers' Association.

C27/56 **BE IT RESOLVED**, that we request the Executive Council to draw resolution P38/53 to the attention of the Department of Education.

C28/56 **BE IT RESOLVED**, that the Executive Council ask the Department of Education to pay, immediately following the correcting of departmental examinations, a fair portion of the wages earned.

C29/56 **BE IT RESOLVED**, that The Alberta Teachers' Association present a brief to the Commission on Cultural Affairs, showing our approval of the CBC and giving encouragement to further the development of culture in general and of Canadian national cultural activities in particular.

WHAT TO DO?



Councillors from Taber Local confer during a recess.

C34/56 BE IT RESOLVED, that The Alberta Teachers' Association request the Board of Governors of the University of Alberta to appoint to the instructional staff of the Faculty of Education only those who have teaching certificates, and further

BE IT RESOLVED, that copies of this resolution be sent to the Board of Teacher Education and Certification and to the Faculty of Education Council.

C48/56 Whereas; those teachers in receipt of pension may teach up to 60 days in any school year without loss of pension,

BE IT RESOLVED, that S20/55 be deleted from The Alberta Teachers' Association short-term policy resolutions.

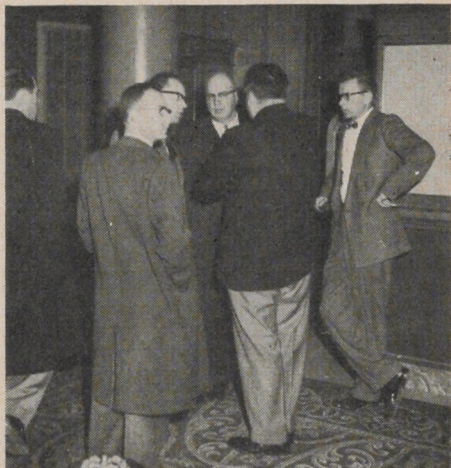
C49/56 BE IT RESOLVED, that the Executive Council be instructed to ask the Board of Administrators, Teachers' Retirement Fund to amend By-law No. 1 of 1948, to provide that pensionable service shall be counted as those periods of teaching service not interrupt-

ed by periods of more than 25 consecutive months for which no contribution has been made to the Fund by a teacher, except for absences approved by the Board of Administrators, Teachers' Retirement Fund, such as for reasons of health, education, and other special circumstances.

C50/56 BE IT RESOLVED, that refund of contributions be made without application to any teacher who has made no further contribution to the Teachers' Retirement Fund for a period of more than 25 consecutive months.

C51/56 BE IT RESOLVED, that the Executive Council be instructed to ask the Board of Administrators, Teachers' Retirement Fund to amend By-law No. 1 of 1948, to provide that the refund paid to a teacher shall be the amount standing to his credit in the Teachers' Retirement Fund, in excess of his first two years of contributions, and all interest credited in respect thereof, pro-

PHILOSOPHICAL DISCUSSION?



H. J. M. Ross chats with Edmonton and Calgary councillors.

Banff Conference

Alberta Teachers' Association

August 20 - 25, 1956

Banff School of Fine Arts

Attendance

One teacher from each local association may be registered in the General Course. If facilities permit, additional representatives, and then individual teachers, will be accepted in order of application.

One other teacher from each local association may be registered in the Alberta Teachers' Association Publications Course. Applicants will be accepted up to a maximum of eighteen in order of application.

Applications

The prescribed application forms have been sent to secretary-treasurers of local associations, and must be completed and returned to head office on or before June 15, 1956.

Fees

A fee of \$49 for each delegate covers registration, room, board, coffee, and tips. Wives or husbands of delegates staying at the chalets will be charged \$48. A charge of \$4 covering registration and coffee will be made for those not staying in residence. Reduced rates are in effect for children, according to age. All fees must be sent to head office with each application.

Program

All delegates will meet in general session at 9:30 a.m., Monday, August 20.

Panel discussions will be held on Tuesday and Thursday evenings.

A general session on Saturday morning, August 25, will end the course.

Two half-day group sessions are spent on each topic in the General Course. The Alberta Teachers' Association Publications Course comprises eight half-day sessions.

Topics

This year, the General Course topics are

- Alberta Teachers' Association Organization
- Curriculum Making
- Group Dynamics
- Educational Publicity and Public Relations

Registrations

Registration will take place in the office, Administration Building, Sunday afternoon and evening, August 19.

Accommodation

Accommodation at the Chalets, Banff School of Fine Arts, is available for delegates and their husbands or wives. Delegates bringing their families will be accommodated if room is available after placement of others.

Application Deadline is June 15



—Administration Building, Banff School of Fine Arts

Meals

Meals are served in the Dining Room, Chalet No. 2.

Recreation

Entertainment will be provided in the form of a square dance on Monday evening. Wednesday afternoon and evening will be left free for sight-seeing, fishing, and relaxation. Banff offers splendid opportunities for trips, swimming, golf, canoeing, riding, hiking, and dancing.

Expenses

The Alberta Teachers' Association will pay the necessary transportation expenses of one delegate from each local to the Banff ATA Conference.

All other expenses must be borne by the local. Transportation expenses will be railway coach fare from home and return, at excursion rates, if such are in effect, and will be paid to the secretary-treasurer of the local association after the conference, not to the individual delegate.

Make Your Reservations Early

vided that, regardless of the number of terms of interrupted service, there shall be only one such estreatment.

C52/56 BE IT RESOLVED, that The Alberta Teachers' Association reaffirms the policy that all teachers employed by one school board be paid according to professional education and years of teaching experience irrespective of the grade or grades taught, as set forth in resolution P12/55.

C53/56 Whereas; The Alberta Teachers' Association is concerned about reports indicating that large numbers of student-teachers have been placed in graded schools, and

Whereas; it was understood that the purpose of *The Emergency Teacher Training Act* was to provide a supply of at least partially trained persons for schools in isolated areas,

BE IT RESOLVED, that this Annual General Meeting reaffirms its policy, expressed in resolutions S11/55 and S17/55, and instructs the Executive Council to continue in its endeavours to persuade the Government of the Province of Alberta to discontinue training persons under *The Emergency Teacher Training Act*, or, failing this, to request that the Department of Education require that student-teachers be placed in one-room schools.

C54/56 BE IT RESOLVED, that the following resolution be substituted for resolution P76/54—

"Whereas, the Coordinating Committee, comprising the Department of Education, the Alberta School Trustees' Association, and The Alberta Teachers' Association, has agreed that teaching done by student-teachers between their first and third six-weeks' courses should not be considered as teaching service for salary purposes,

BE IT RESOLVED, that local associations of The Alberta Teachers' Association be advised that such service does not count as teaching service for salary purposes."

C55/56 BE IT RESOLVED, that resolution P22/52 be amended by deleting subsection (c) and renumbering subsection (d) as (c).

C56/56 Whereas; subsection (18) of resolution P12/55 establishes the policy that a local association should negotiate with its school board if a change is desired in the statutory length of the Christmas vacation period,

BE IT RESOLVED, that P31/54 be deleted from The Alberta Teachers' Association policy resolutions.

C57/56 BE IT RESOLVED, that S3/53 be deleted from The Alberta Teachers' Association short-term policy resolutions.

C58/56 Whereas; the administration of The Alberta Teachers' Association group insurance plan is no longer handled by head office,

BE IT RESOLVED, that S7/54 be deleted from The Alberta Teachers' Association short-term policy resolutions.

C59/56 BE IT RESOLVED, that S19/54 be deleted from The Alberta Teachers' Association short-term policy resolutions.

C60/56 BE IT RESOLVED, that the Executive Council request the Department of Education to extend the field services offered by the assistant director of curriculum in charge of elementary education.

C61/56 BE IT RESOLVED, that the Executive Council request the Department of Education to grant The Alberta Teachers' Association an additional representative on the High School Entrance Examinations Board and the High School and University Matriculation Examinations Board.

C62/56 **BE IT RESOLVED**, that the following resolution be substituted for resolution S8/55—

"BE IT RESOLVED, that the Department of Education be requested to make provision for substantial increases in isolation bonuses."

C63/56 Whereas; the present procedure used by school boards in transferring teachers is unsatisfactory, and

Whereas; there have been cases in which the best interests of neither the teacher nor education have been served,

BE IT RESOLVED, that:

- (a) local associations be instructed to include the matter of procedure for transfer of teachers in agreements with school boards, and
- (b) where mutually satisfactory settlement is not made, The Alberta Teachers' Association be instructed to take whatever action is deemed necessary.

OBSERVERS' GALLERY



Fraternal delegates, official representatives, and roving executive members watch the AGM in session.

WATER! WATER!



Gordon Strong, Vegreville Local, contemplates a dry debate.

C64/56 Whereas; the basic problem confronting school boards is to secure an adequate number of teachers with which to staff its schools, and

Whereas; under former regulations the available supply of teachers was allocated to classrooms by September 1, and

Whereas; present legislation restricts the professional mobility of teachers,

BE IT RESOLVED, that this Annual General Meeting register disapproval of subsection 3 of Section 339 of *The School Act, 1952* and petition the Government of the Province of Alberta to amend this section of *The School Act, 1952*, to extend the dates for resignations to July 31.

C65/56 Whereas; under *The County Act*, education is administered by a committee,

BE IT RESOLVED, that the Executive Council be instructed to request that *The County Act* be amended to provide that the school boards in counties be

elected and have fiscal independence.

C66/56 **BE IT RESOLVED**, that P37/55 be deleted from The Alberta Teachers' Association policy resolutions.

C67/56 **BE IT RESOLVED**, that P59/54 be deleted from The Alberta Teachers' Association policy resolutions.

C68/56 **BE IT RESOLVED**, that P58/54 be deleted from The Alberta Teachers' Association policy resolutions.

C69/56 **BE IT RESOLVED**, that P53/55 be deleted from The Alberta Teachers' Association policy resolutions.

C70/56 Whereas; resolution P32/55 has not been implemented,

BE IT RESOLVED, that

(a) local associations be instructed to ask their school boards to take out satisfactory liability insurance for teachers, if such is not in force, and

(b) local associations and teachers be instructed to determine through head office the adequacy of coverage provided by their school boards, and further

BE IT RESOLVED, that, in the event teachers find that they are not being adequately covered by liability insurance, the local association inform the school board of the discontinuance of any activities beyond the duties of a teacher as set out in *The School Act*, 1952 and Revised General Regulations of the Department of Education, such as supervision of noon-hour, school buses, athletics, clubs, excursions, students' union, road patrols, and other activities.

C71/56 **BE IT RESOLVED**, that curriculum resolutions, originating at regional conferences or conventions of teachers be submitted without approval to the constitu-

ent local associations, and further

BE IT RESOLVED, that curriculum resolutions referring to courses of study and related regulations be drafted in a manner which requests study and report, and further

BE IT RESOLVED, that these curriculum resolutions be referred by local associations through the Annual General Meeting, without debate, to the Executive Council for referral to The Alberta Teachers' Association Curriculum Committee.

C72/56 **BE IT RESOLVED**, that entrance requirements for the various faculties in the University of Alberta be reviewed and reported on by The Alberta Teachers' Association Curriculum Committee.

C74/56 **BE IT RESOLVED**, that this Annual General Meeting instruct the Executive Council to investigate, review, and report on eligibility for membership in The Alberta Teachers' Association.

C82/56 Whereas; repayment of funds at present loaned under The Alberta Teachers' Association Professional Assistance Program will not begin before October, 1956, and

Whereas; remaining funds under this program may not meet new requests,

BE IT RESOLVED, that the Executive Council be empowered to increase the appropriation for The Alberta Teachers' Association Professional Assistance Program to an amount not to exceed \$10,000, if the necessity arises.

C83/56 Whereas; the ½ percent deduction from teachers' salaries for the Supplementary Pension Fund was discontinued on March 1, 1956, and

Whereas; a substantial balance remains in the fund after annuities have been purchased for all pensioners receiving benefits

THE MINISTER PONDERES



Hon. A. O. Aalborg is buttonholed by Vermilion Local councillors Richardson and Clark.

from the fund,

BE IT RESOLVED, that the balance of all moneys remaining in the Supplementary Pension Fund be transferred to the Special Emergency Fund, and further

BE IT RESOLVED, that By-law 6 of the General By-laws of The Alberta Teachers' Association, providing that a special levy may be made on members of The Alberta Teachers' Association, be not invoked until the balance from the Supplementary Pension Fund has been used for a special emergency or emergencies.

C84/56 Whereas; a course in curriculum making has been introduced into the programs offered by the Faculty of Education at both winter and summer sessions,

BE IT RESOLVED, that S13/55 be deleted from The Alberta Teachers' Association short-term policy resolutions.

C85/56 **BE IT RESOLVED**, that this Annual General Meeting ask the Executive Council to investigate the value of university clubs in Alberta high schools.

C86/56 **BE IT RESOLVED**, that The Al-

berta Teachers' Association is opposed to the requirement that the first year of a teacher's employment with any school board be considered a probationary year, with no appeal being allowed to the Board of Reference in the case of termination of contract by the school board, and further

BE IT RESOLVED, that The Alberta Teachers' Association request that the 1956 amendment to subsection 2 of Section 350 of *The School Act*, 1952, be deleted.

C87/56 **BE IT RESOLVED**, that this Annual General Meeting commend the Government of the Province of Alberta for the following amendments — being Sections 175(e), 178(4), (5), (6), and (7), 182 (e), 360a, 365(1), 377, and 378(1) — made to *The School Act*, 1952 at the 1956 session of the Legislature, and further

BE IT RESOLVED, that the Government of the Province of Alberta be commended for giving favourable consideration to rec-

LEGAL LIGHTS



Association solicitors P. M. Owen and L. D. Hyndman, Q.C. attended all sessions of the AGM.

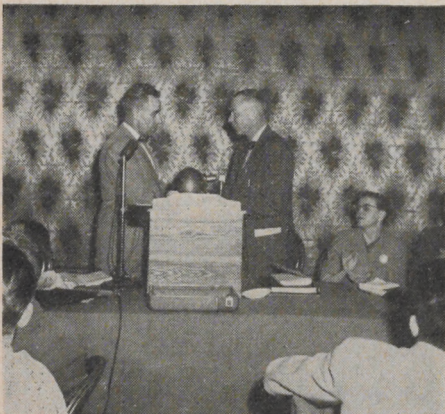
THINKING THROUGH



McCall and Moysa of Strawberry Local review the order paper.

President Lakie thanks Dorothy Benjamin as she leaves the Executive Council.

END OF A CHAPTER



Frank Edwards accepts tribute from Association after seven years on the Executive.

ommendations made by the Association with respect to allowing 35 years out of any 38 years after age 30 to be counted for pensionable service, for increasing the rate for calculation of pension from 1½ percent to 1¾ percent for pensionable service from 1952, and for widening the investment powers of the Teachers' Retirement Fund.

C88/56 Whereas; *The Teachers' Retirement Fund Act, 1939* as amended provides that the Government of the Province of Alberta shall guarantee the payment of all

AU REVOIR



benefits but does not specify the manner or the time in which such guarantee shall apply, and Whereas; the credits in a teacher's account represent the teacher's personal savings towards his security after retirement, which should remain inviolate,

BE IT RESOLVED, that the Executive Council of The Alberta Teachers' Association press the Government of the Province of Alberta to agree that in no circumstances should the Fund be allowed to fall below the total of credits in the accounts of all teachers.

Resolutions Referred to the Executive Council by the Annual General Meeting, 1956

C22/56 Whereas; we believe much more could be done to acquaint the public with what the schools are trying to do, and

Whereas; education can only advance when the public is aware of the need of improved personnel and facilities,

BE IT RESOLVED, that The Alberta Teachers' Association set up a public relations department headed by an adequately trained public relations expert, and provided with an adequate budget, and further

BE IT RESOLVED, that the duties of this department be to organize a province-wide public relations program as well as to start grass-roots public relations programs in the local and sub-local associations.

C39/56 **BE IT RESOLVED**, that this Annual General Meeting of The Alberta Teachers' Association instruct the Executive Council to open negotiations immediately with the proper bodies to amend the by-laws under *The Teachers' Retirement Fund Act* in order to permit teachers who are elected to the Alberta Legislature, to the House of Commons, or to other full-time public office, to retain their status as teachers and to continue to make contributions to the Teachers' Retirement Fund.

C42/56 **BE IT RESOLVED**, that this Annual General Meeting request that the by-law of *The Teachers' Retirement Fund Act* be amended so that the period(s) when a teacher is on sabbatical leave from employment with a school board might be considered as

"pensionable service", providing that the Government of the Province of Alberta, the employing school board, and the teacher concerned maintain contributions to the Teachers' Retirement Fund in the amounts each would have contributed had the teacher remained in his previous position instead of proceeding on sabbatical leave.

C46/56 **BE IT RESOLVED**, that the Board of Administrators, Teachers' Retirement Fund consider a plan which will permit individual teachers, if they so desire, to increase their pension by larger monthly contributions to the Teachers' Retirement Fund, up to a legal limit.

PAST AND PRESENT



President H. J. M. Ross accepts the charge from Past President Lakie at the close of the 1956 AGM.

NEWS from our Locals

Calgary Rural Sublocal

The March meeting of the sublocal was held at the home of Mrs. N. Nagloren. F. C. Toews was in the chair. An interesting discussion took place on enterprise, science, and health. Councillor H. H. Allan gave a report on the Emergent General Meeting held in Edmonton in February to deal with the government's proposal to guarantee teachers' pensions. It was decided not to send a delegate to this year's Banff ATA Conference.

Calgary Suburban Local

The local held its regular meeting on March 23 in the Manning Egleston auditorium. Vice-President Mrs. N. Boos was in the chair. Pertinent facts from the *ATA Handbook* were discussed under the direction of H. Joynes, educational convener, and his committee. Information was given regarding scholarships and awards.

Camrose Local

The executive committee of the local met in the Camrose High School on March 23. Thirteen members were present. Salaries and resolutions were the two main topics of discussion.

Forestburg Sublocal

The Forestburg staff were hosts to sublocal teachers at their regular bi-monthly meeting in the Forestburg Consolidated School in March. There was thorough discussion of the May track meet. It will be held at Alliance, and the best athletes of Heisler, Merna, Galahad, Alliance, and

Forestburg will be competing. Expenses will be met by grants from the school boards of the Forestburg and the Galahad Consolidated School Districts, the Killam School Division, and the sublocal. Some consideration is being given to classifying the participants according to the Alberta Amateur Athletic Union regulations, so that outstanding athletes will be encouraged to take part in the provincial interscholastic championships in the fall. The purchase of film slides for the sublocal library, the scholarship awards for 1956, and the school sports programs were also discussed.

High Prairie Sublocal

Twenty-five members attended the March 25 meeting of the sublocal in the Prairie River High School. Miss M. Price reported on proceedings at the Annual General Meeting, chiefly regarding revisions in the Teachers' Retirement Fund plan. Interesting discussion followed. S. Smedstad gave a comprehensive report on negotiations with the divisional board. He stated that the board had reserved decision until further study could be made. Negotiations, to effect desired changes in the present salary schedule and other clauses of the agreement, are now in the hands of the bargaining agent.

Discussion regarding the track and field meet for 1956 led to the formation of a volunteer committee to plan for it. Members of the committee are: Miss A. Ackerman, Miss O. Melnyk, Mrs. M. H. Jacobsen, Mrs. V. V. Taylor, V. Moskal, and E. Pratt. The tentative date is May 25. B. Halbert reminded teachers of the bursary available to those desiring to improve their standing so as to qualify to teach high school.

Mr. Halbert introduced the guest speaker, George Frolick, probation officer for the area. Mr. Frolick outlined the work of his office, what constitutes delinquency, how cases are handled, and the meaning and value of probation. His address was of much interest to the teachers and was followed by a brisk question and answer period.

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Last Name	Initial	First Name	Mr. Mrs. Miss
Residence Address	Town	Province	
Phone Number	Present School Position	Grade or subject	
Name of School	School Address	School closing date	

Leduc Sublocal

The Leduc School auditorium was the scene of a gala event on April 20 when about 70 teachers and their guests assembled for a social evening. President W. Grekul welcomed the guests, and A. Sklarenko acted as master of ceremonies. The program included dancing, singing, ping-pong, and volleyball. A delicious buffet lunch was served by Miss M. Geary and her assistants.

Newbrook Sublocal

The regular meeting of the sublocal was held on March 26. Resolutions to the Annual General Meeting and the coming track meet were the main items of discussion.

Ponoka Sublocal

There was a good attendance at the regular meeting of the sublocal April 19. President Tom Dick took charge of the meeting. Clarence Jevne of Mecca Glen gave a report on resolutions passed at the Annual General Meeting in Calgary, and Howard Larson reviewed the remarks of speakers at the meeting. A discussion was held regarding pension plans. It was decided to have speakers explain different plans at the fall convention.

Red Deer Composite High School Sublocal

Councillor C. B. Moore gave an interesting and informative report concerning the Annual General Meeting at the sublocal meeting on April 25. A report from the committee studying the topic, "The Teaching of English in the School" was given by Wesley Oke. A round table discussion was planned for a future meeting. The group was then addressed by Mr. Stevenette, a prominent school board member, speaking on a few impressions of his years of experience on the board. On behalf of the sublocal, Principal D. C. Dandell presented Mr. Stevenette with two lovely wall plaques in appreciation of his years of service to teachers.

Spirit River-Rycroft Sublocal

Discussion at the April 18 meeting of the sublocal concerned the divisional track meet and liability insurance. Mrs. Ethel Lazoruk, a delegate to the Banff Workshop, spoke on matters of interest in ATA administration, supervision, extra-curricular activities, salary negotiating, pensions, and school projects. Councillor Mrs. Mary Knox gave a brief report on Annual General Meeting resolutions. The program for the next meeting will include a talk by Sister Barton on Alberta Teachers' Association services, and a discussion led by B. B. Russell on specified portions of the *ATA Handbook*.

Vulcan Local

The regular meeting of the Vulcan Local on March 28 in the Mossleigh School was attended by 30 teachers. The new salary schedule was discussed with interest. Charles Carson gave a report on the Emergent General Meeting. The teachers formed seven groups for a buzz session regarding fall conventions. Reports from the chairmen of the group showed much similarity: for example, that a workshop type of program seemed preferable; that Canadian educators, rather than American, should be selected as guest speakers; and that the fall convention area is now too large.

Two interesting contests, arranged by the Mossleigh teachers, provided entertainment following the business session.

Wanham - Tangent Sublocal

The March 15 meeting of the sublocal was held in Tangent. Discussion centred around the grand concert, scheduled for May 4, at the Wanham auditorium. Prior to this event, schools so desiring will stage festivals in their respective districts and make contributions from these to the grand concert, which will be composed of the best acts from each school in the sublocal. In this manner, it is hoped to promote larger festivals in the future.

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Letters to the Editor

To the Editor:

A considerable number of teachers in the various provinces are moving into other provinces to teach. This is particularly noticeable in the secondary schools in Ontario, and these qualified teachers from other provinces, of course, are most welcome. One of the requirements of the members of this Federation is that they enquire at this office, either by 'phone, mail, or telegram, if a position which they wish to accept is professionally acceptable before they enter into a verbal agreement. We realize, of course, that such a requirement cannot be made of teachers who are members of other provincial organizations, but we would appreciate it if teachers from your province, before accepting positions in Ontario secondary schools, did telegraph this office collect to enquire with regard to the status of the centre where they contemplate accepting a position.

Would you be good enough to make this request known to your members.

Yours sincerely,

S. G. B. ROBINSON,

General Secretary,

Ontario Secondary School Teachers' Federation,

34 Prince Arthur Avenue
Toronto 5, Ontario

To the Editor:

Through the medium of your magazine may I acquaint your readers of the opportunities open to teachers to work for the United Church of Canada.

Each year recent university graduates are sent to Japan or Korea to teach

English as a foreign language for a three-year term.

Without special church training, qualified teachers of strong Christian faith and character are required for teaching in Indian residential schools.

Subject to the meeting of certain training requirements, appointments are made to Korea, Trinidad, Japan, India, and Angola, on all levels from kindergarten to university. Some scholarships are available.

Teachers desiring to serve both their church and their profession may wish to take advantage of these opportunities.

There are also possible openings for community workers, evangelists, and directors of Christian education.

Information will be sent on request.

Yours sincerely,

MARGARET SMITH,

(Mrs. R. D.),

Candidate Secretary,

United Church of Canada,

10229 - 123 Street,

Edmonton, Alberta.

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University of Alberta

EVENING CREDIT PROGRAM 1956-57

- Plans are being made to offer University courses at the following centres: Calgary, Camrose, Drumheller, Edmonton, Lethbridge, Medicine Hat, Red Deer, Vegreville.
- Advance registration will be required of all students. Registration forms must be filed with the Registrar, University of Alberta, Edmonton, not later than September 10, 1956. Students who fail to do this will not be admitted to classes.
- Evening Credit Program Announcement and registration forms will be available by mid-June. Apply for them now.

Address all communications to:

**The Director,
Evening Credit Program,
University of Alberta,
Edmonton, Alberta.**

To the Editor:

Attached hereto is a memorandum of special reduced fare arrangements authorized whereby round trip tickets may be purchased by teachers and students when travelling from their homes in Canada to attend university, college, or other educational institutes at the opening of the fall term which will be good to return in the spring of 1957.

You may care to make this known through your publication for the information of teachers and students who might be interested.

Yours truly,

ROY H. POWERS,

Vice-Chairman,

Canadian Passenger Association,

Winnipeg 1, Manitoba.

Students Fares — Selective dates covering opening and closing period of universities, colleges, preparatory schools, and other educational institutions in Canada—1956-57

The following reduced fare arrangements are authorized for 1956—

Territory

Round trip tickets may be issued to teachers and students **travelling from their homes in Canada** to stations in Canada at which they will attend university, college, or other educational institution. No certificate or other formality is necessary to obtain the special form of ticket. Agents will issue same on request.

Dates of sale

Round trip tickets will be issued from July 25 to October 25, inclusive, 1956.

Fares

(a) Adults

Normal one-way first class, coach

class, intermediate class, or special coach class fare and one-half ($1\frac{1}{2}$) for the round trip, adding when necessary to make fare end in 0 or 5.
Minimum fare 30 cents.

(b) Children

Under five (5) years of age, when accompanied by parent or guardian will be transported free.

Five (5) years of age and under twelve (12) years of age—half the fare authorized for adults, sufficient to be added when necessary to make child's fare end in 0 or 5.
Minimum fare 30 cents.

Twelve (12) years of age and over will be charged the adult fare.

Return limit

Tickets will be valid returning from stations at which university, college, or other educational institution is located to starting point, **only within** period March 25 to June 30, inclusive, 1957.

Going passage

To commence on date of sale, destination to be reached not later than midnight of tenth day after date of sale.

Final return limit

Original starting point must be reached returning prior to midnight of tenth day after date of validation.

Routes

Tickets will be routed via Canadian ticketing routes over which regular one-way fares apply and must read via the same route and railway lines in both directions, except that optional route privileges will be permitted as provided for in lawfully filed tariffs.

Accommodation accorded on trains

Accommodation accorded on trains will be as shown in the tariffs in which the one-way fares are quoted.

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Validation for return

Tickets must be validated by agent at destination by stamp and signature in space provided on ticket, and by signature of original purchaser, whose bona fides as a teacher or student entitled to reduced fare transportation on the ticket must be attested by principal or other authorized officer of educational institution, as provided in certification coupon which will be included in special teachers' or students' tickets to be furnished to agents for the ticketing of this class of traffic.

Exceptional conditions under which return portion of tickets may be exchanged

When through illness or other extenuating circumstances, teachers or students are required to return to their homes during the school year and do not expect to return to complete the schol-

astic term, the return portion of original ticket may be lifted on surrender of bona fide request from principal or other authorized officer of school or college, and new ticket furnished free in exchange valid for continuous passage to point of origin via same route as lifted ticket.

Stopovers

Stopovers will be allowed on application to conductor at any point en route on going trip within ten days from date of sale, and on return trip within final limit.

Baggage

Baggage may be checked in accordance with lawfully filed tariffs.

Extension of limit of ticket on account of illness, etc.

Extension on account of illness, etc will be permitted in accordance with lawfully filed tariffs.

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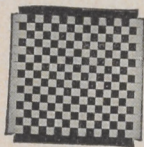
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Notice Regarding Amendment Pension Refund Regulations

A resolution passed at the 1955 Annual General Meeting asked that the refund regulation be amended so that teachers will receive **refunds of all contributions and interest, in excess of the contributions for the first two years of teaching service.** The resolution was reaffirmed at the 1956 Annual General Meeting, with the addition that there should be only one estreatment of contributions.

The Board of Administrators has agreed to forward the necessary amendment to the Lieutenant-Governor-in-Council for approval, to be effective **August 1, 1957.**

Teachers who have left teaching, or who leave teaching before **August 1, 1957,** have the alternative of making application for refund under the present regulation, or of waiting until **August 1, 1957** and making application under the new regulation, if the time within which they are permitted to make application has not expired.

**Eric C. Ansley
Secretary-Treasurer
Board of Administrators**

Notice Regarding Refund Pension Contributions

According to a regulation of the Board of Administrators, effective since July 1, 1954, **refunds of contributions will not be paid until four months after August 31, or the date of the last contribution, whichever is the earlier.** This regulation is necessary for the following reasons.

1. All contributions must be received and posted before refund payment can be made.
2. This regulation protects the teachers who have resigned in June or July, with no intention of teaching the following year, but who change their plans and return to teaching within a few months. A teacher who accepts a refund of contributions, in whole or in part, relinquishes all accrued benefits in the Fund.
3. This regulation helps to avoid unnecessary cost in office administration.

Forms for application for refund will be supplied on request.

**Eric C. Ansley
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Calgary School Board

Applications are invited
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 Brule No. 3537
 Buffalo Park No. 5047
 Burmis Camp No. 5066
 Canmore No. 168
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Mazenod CS No. 42	Ralph Dillman, North Star
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St. Jacques CS No. 40	Rev. S. Loranger, Picardville
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Elnora No. 39

Falher No. 69

Forestburg No. 45

Galahad No. 62

Great Bend No. 42

Lousana No. 38

Nanton No. 50

Parkland No. 51

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TEACHERS WANTED

Applications are now being received for positions in Indian schools in Alberta. Positions at various levels in residential and day schools will be available, including a few welfare-teaching positions. Teaching duties to begin September 1, 1956. Application forms may be obtained from Mr. L. G. P. Waller, Regional Inspector of Schools, 600 Public Building, Calgary, Alberta.

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Secretary's Diary

Executive Meetings

The pre-AGM meeting of the Executive Council was held on Saturday, March 31, in the Palliser Hotel. Resolutions and reports to the Annual General Meeting were considered. Particular attention was paid to the new pension legislation and amendments to *The School Act, 1952*. President G. S. Lakie thanked the retiring executive members, Mrs. Dorothy Benjamin, of Hanna, and Frank J. Edwards, past president, of Edmonton, for their work as members of the Executive Council.

The post-AGM meeting was held on April 5 to appoint ATA committees and Association representatives on departmental and other educational committees. President H. J. M. Ross welcomed the new members, Miss Eva Jagoe, of Calgary, and Frank M. Riddle, of Brooks.

Teachers' Retirement Fund Board

The Board of Administrators, Teachers' Retirement Fund met on Friday, April 20. Resolutions submitted by the Annual General Meeting requiring amendments to the by-law, and recent amendments to *The Teachers' Retirement Fund Act* were discussed.

The board wishes to bring to the attention of teachers that the refund regulation will be amended in accordance with the resolution of the Annual General Meeting, but, in order to help avoid an administration problem, the new regulation will not be effective until August 1, 1957. In the interval, a teacher will have the option of obtaining his refund under the present regulation or of waiting until August 1, 1957 and obtaining it under the new regulation, whichever is of advantage to him.

Teacher Recruitment and Retention

One-day conferences on teacher recruitment and retention were held in Lethbridge, March 24, Calgary, April 20, Medicine Hat, April 21, and Grande Prairie, April 28. Further conferences are planned for Red Deer, Vermilion, and Peace River.

These one-day conferences are organized by the Provincial Committee on Teacher Recruitment and Retention, which was initiated by The Alberta Federation of Home and School Associations Incorporated. A brief will be presented to the Minister of Education summarizing the results of all the conferences.

On April 24, the assistant general secretary addressed the Peace River Rotary Club on teacher recruitment and retention.

CEA-Kellogg Short Course

The CEA-Kellogg Provincial Advisory Committee met on Monday, April 23. Fred Tarlton and the executive assistant represented the Association. The meeting was for the purpose of suggesting future action to be taken if it is decided to continue the short course for superintendents now being offered by the CEA-Kellogg Committee. The 1956 short course being held at the University of Alberta, May 14 to June 1, is the last one being sponsored by the Kellogg Foundation.

Scholarships and Professional Assistance Program

The Association offers eleven scholarships of \$500 each to teachers in the field, students in the Faculty of Education, and students from other faculties entering education for graduate and post-graduate work. Under the Professional Assistance Program, teachers may borrow money to further their professional education. Complete information is given in this issue.

Eric Ansley

Notice to Retiring Teachers

The Board of Administrators, Teachers' Retirement Fund, wishes to remind all retiring teachers that pensions do not begin automatically and that it is necessary for them to make application. All teachers, **who plan to retire as at June 30, 1956**, are urged to contact the Board as soon as possible so that the granting of their pensions will not be delayed. Formal application for pension must be filed in the office **before September 1, 1956** (see 9[f]). Address all letters to Barnett House, 9929 - 103 Street, Edmonton.

Eric C. Ansley
Secretary-Treasurer
Board of Administrators

By-law No. 1 of 1948

9. (a) Any teacher who retires from teaching service upon or after attaining the age of sixty years, and who has completed not less than fifteen years of pensionable service, shall be paid a normal pension out of the Fund upon his written application to the Board.
- (f) Unless otherwise ordered by the Board, a pension shall commence on the first day of the month next following the receipt by the Board of the application unless salary as a teacher is then currently accruing to the applicant in which case it shall commence on the first day of the month next following cessation thereof; and shall accrue and be paid monthly in equal installments on the last day of each month.